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ABSTRACT

Intended for direct care workers at institutions for severely and profoundly retarded persons, the curriculum focuses on behavior modification skill instruction. Eight lesson plans are presented, with information on topic, content, and teaching methods. Topics include the following (sample subtopics in parentheses): 1) introduction; 2) observing behavior (behavioral components, factors influencing behavior); 3) reinforcement techniques; reinforcement intervention (positive and negative intervention); 4) techniques of negative reinforcement intervention (punishment, extinction/ignoring, time-out); 5) reinforcement scheduling (fixed ratio, fixed interval, variable interval); and 6) creating new behavior (modeling, prompting, backward chaining, and shaping). Appended materials include sample certificates of achievements, quizzes, diagrams, and answer keys. (CL)

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TEACHING THE PRINCIPLES OF APPLIED BEHAVIOR MODIFICATION TO DIRECT-CARE WORKERS IN MENTAL RETARDATION

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PREFACE

This teaching curriculum is intended for use by all health care personnel who are committed to improving the life style of the severe and profoundly retarded person with associated behavioral disorders. However, it has been written with the direct-care worker in mind. It is the direct-care worker that spends the most time with the client, provides most of his/her daily activities, and is, therefore, best able to observe the factors causing the client to behave the way he/she does. Unfortunately, the direct-care worker is the least trained in dealing with his client's bizarre or mal-adaptive behaviors.

The present curriculum is an outgrowth of a previous workshop for direct-care workers given by the author, at Staten Island Developmental Center. Based upon positive feedback from participants of the workshop, it is felt that the present curriculum will be of value in helping the direct-care worker. However, as the previous workshop was paired with an on-site practicum, it is suggested that the present curriculum be used in conjunction with some form of on-site instruction as well.

Any author faces the question of what material to include, and at what level of detail. I have been guided by experience gained in working with direct-care workers on the wards, in the dining rooms, in the classrooms, etc. It became evident that direct-care workers did not need to be told what to do nor be given a pre-written program to follow, as much as they needed to be shown how important and influential their daily responses,

reactions and interactions were in managing, increasing or decreasing clients' behavior. Throughout this curriculum, I have attempted to emphasize this point, by explaining theoretical concepts in terms of staff/client interactions. I have utilized examples drawn from my actual experiences whenever possible, to further explain this concept.

A word about format. I have utilized lesson plans because they organize material in the exact procedure for the instructor to best follow, thereby allowing the curriculum to be utilized without the instructor's needing to have a background in behavior modifica tion. Furthermore, the unique approach of this curriculum is its presentation in lesson plan form, more readily lending itself to instruction, and to absorption by the direct-care staff worker.

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September, 1980

TOPIC	CONTENT	TEACHING METHODS
I. Introduction	I.A. Introduction of Trainer	Guide group, set climate for sessions. Distribute 5x7 name cards.
	B. Introduction of participants. Have each person give a brief explanation of their work experience. Utilize name card technique.	
A. Overview of training course format	A. Review classroom training schedule: daily topics, course hours.	Distribute training course schedule
	B. Review requirements and participants' responsibilites as follows: 1. Staff will be excused from work assignment, and if necessary, adjustment to work week for duration of course. 2. Attendance at each session is mandatory. 3. Written quizzes to be utilized only to assess staff's understanding of course material, before moving on to new topic. Assure staff quizzes are non-competitive, and will be scored and answers discussed with class participation.	Discussion
	C. Satisfactory completion of training course will result in the awarding of a certificate of merit.	Sample of Certificate (see appendix)
B. Purpose of training course	This course seeks to give staff basic information and skills in applied behavior modification. It will allow direct-care staff to become more active in the development of individual behavioral programs and their implementation through increased awareness of how behavior can be controlled, reduced or increased.	Lecture

TOPIC	CONTENT	TEACHING METHODS
II. Observing Behavior: Behavioral Components	Why do clients behave the way they do?	Elicit responses
	I. There are two principles underlying behavior modification which are closely related, and explain why a particular behavior occurs or fails to occur:	
	1. Behavior occurs as a result of environmental influences. The behavior a person exhibits in any situation is determined to a very great extent by the nature of that situation.	Example: 1. A student who exhibits out of seat behavior during reading period may not exhibit that behavior during a geography lesson.
	a. Because behavior is a function of the environment in which it occurs, a change in the environment can result in a change in the behavior.	2. A client who eats by himself when a certain staff is present, may not do so when that staff is absent.
	2. Behavior is learned.	
	a. Learning occurs and results in a permanent change in behavior form interaction within the environment.	
	b. Learning always results from some interaction between an individual and his environment, and you may not be aware that learning has taken place.	
	c. Learning has taken place only when you can observe some visible change in the client's behavior.	
	d. Because behavior is learned as a result of continuous interaction between behavior and environment, specific behaviors are influenced by previous learning experiences.	Instructors Note What we want staff to realize is that the client may have to develop a new way of learning.
	Up to this point, we have discussed how behavior patterns are influenced by the	

TOPIC	CONTENT	TEACHING METHODS
II. Observing Behavior: Behavioral Components (continued)	environment. It must be remembered that staff are an integral part of the environment. In addition, since client behavior is learned, how and when staff interacts with the client, has a most important effect on client's behavior,	
	II. Behavior Strengths This refers to the likelihood that a particular behavior will occur ina specific circumstance.	Example: National Anthem -- all stand up. Fire alarm rings -- all vacate building.
	1. The best index of a behavior strength is its frequency with which it occurs. The more frequently a behavior occurs, the stronger it becomes.	A certain response occurs frequently, indicating the behavioral response is strengthened.
	III. Environmental Influences which Affect the Strengthening or weakening of behavior.	
	1. Situations that occur prior to an exhibited behavior or occur just after that behavior, have the most effect on behavior strength.	
	a. Antecedents - are the events or situations which occur prior to the exhibited behavior.	
	b. Consequences - are the events or situations which occur after the exhibited behavior.	
	c. Antecedents and consequences may be objects, persons, or specific behavior - something that someone says or does.	
	d. Behavioral changes can be brought about by the manipulation of antecedents and consequences because of their powerful effect on behavior.	

TOPIC	CONTENT	TEACHING METHODS
II. Observing Behavior: Behavioral (continued)	1. The antecedents which occurred prior to client's behavior were the lack of Staff attention, due to ward shift changing, thus setting the scene for the self-abusive screaming behavior to gain attention.	Role Play entire situation: in which an inappropriate antecedent and consequence are used. Trainer asks for volunteer to play role of self-abusive client. Trainer sets the stage (with class) that the Day Shift is changing and that Staff's attention is directed to other areas. Trainer instructs "client" to react to shift change by screaming and pretending to hit self.
	2. The repetitious calling of client's name in response to the undesirable behavior was one of the inappropriate consequences. Thus the verbal response of calling client's name and the attention received was rewarding to the client. Thereby causing client to repeat behavior again for further attention.	As client is screaming and hitting self, trainer instructs Staff: That while they are preparing to go off duty (change of shift), they call client by name and tell client to be quiet, sit down, etc.
	3. The second inappropriate consequence for undersireable behavior was seen when Staff gave client an edible reward(food or soda). Again, rewarding client for inappropriate behavior and causing the behavior to be repeated for another reward.	With client still screaming, Trainer selects Staff person to Role Play: Giving of food or soda as a means to quiet down client. Trainer instructs "client" to stop undesirable behavior and to sit down, when food or soda is given, but to start up again one (1) minute later. Instructor's Note At end of Role Play scene ask Staff to identify the inappropriate antecedent and consequence.
	e. By modifying either the antecedents or the consequences of a target behavior, we provide a client with new learning experiences.	

TOPIC	CONTENT	TEACHING METHODS
II. Observing Behavior: Behavioral Components (continued)	f. The interaction and repetition of antecedents - behavior - consequences, lead to a change in the strength of an existing behavior and even leads to new behaviors. Therefore, antecedents and consequences are the immediate causes of behavior.	Example of how inappropriate antecedents and consequences can cause undesirable client behaviors. A client is not receiving any attention. Client jumps and throws chair across the floor(behavior). The Staff yells at the client to stop throwing chairs; client receives attention(yelling) as a consequence of his inappropriate undersirable behavior.
	g. The antecedents and consequences which control a target behavior are not always directly observable. Antecedents and consequences of behavior cannot be changed unless they are observable. Staff must be aware that their descriptions of antecedents or consequences of a behavior must be an accurate account of events.	Inappropriate Examples Antecedent: Client was just sitting there. Behavior: Client got disturbed. Consequences:Staff yelled at client. Appropriate Examples Antecedent: Client was rocking in chair. Behavior: Client ran around screaming. Consequence: Client screaming was ignored.
	h. Consequences can be positive (rewarding) of negative (unpleasant), and can directly effect the frequency of the behavior. i. Rewarding consequences cause an increase in the frequency of the behavior. Negative consequences act to lessen the frequency of the behavior. j. Client behaviors are a learned response to the consequences that follow the behavior. therefore, client behaves for these consequences	

TOPIC	CONTENT	TEACHING METHODS
III. Observing Behavior: Factors Influencing Behavior	A. Behavior must be thought of in terms of antecedents and consequences. Every behavior falls into an A-B-C Pattern.	
	B. Transparency #1 illustrates that an antecedent can effect the occurrance of the behavior and the behavior effects an immediate consequence.	Overhead Projector Transparency #1 (see appendix)
	C. Transparency #2 illustrates an inappropriate consequence for a client's undesirable behavior. When Staff member responds to screaming by stopping programming and reacts to client's behavior, the client has been rewarded by Staff through the attention given to the screaming behavior. This attention may now cause an increase in the undesirable behavior of screaming.	Transparency #2 (see appendix)
	D. Transparency #3 illustrates an appropriate consequence for the client's desirable behavior. Upon exhibiting the desired behavior, client immediately receives a positive reinforcement, causing an increase in the frequency of behavior re-occurring.	Transparency #3 (see appendix)
	E. Transparency #4 illustrates how an antecedent can cause an undesirable behavior to occur. By Staff ignoring client at the table and client wanting attention, causes the client to jump up and make a disturbance. Due to the disturbance, Staff react directly to client's undesirable behavior by yelling and chasing client. This provides the client with the attention he wanted and therefore, he has learned how to gain Staff attention again.	Transparency #4 (see appendix)

TOPIC	CONTENT	TEACHING METHODS
III. Observing Behavior: Factors Influencing Behavior (continued)	F. Transparency #5 illustrates: 1. That sometimes Staff cannot always identify consistant consequences which may be rewarding a behavior. 2. That consequences do not always have to be from the environment. Certain behavior can be stimulating or rewarding internally. 3. Head banging or rocking can be thought of as self-stimulating. Although these behaviors appear to be painful or time wasting, it may be causing physical sensations which the client evidently finds pleasant or stimulating.	Transparency #5 (see appendix) With transparency showing, Trainer waits for spontaneous reaction to question box.
	G. Transparency #6 illustrates that yelling or grabbing client to stop head banging maybe a rewarding consequency reinforcing the behavior and causing the behavior to become a "learned" way to get attention.	Transparency #6 (see appendix)
	It must be concluded that a knowledge of antecedents and consequences and their combined effect upon behavior, <u>permit us to manage</u> behavior in a systematic and successful way.	
Review	Indicate to class that the first section of the Behavior Modification Training Program has been completed.	
		Ask Staff for feedback on material presented.
	Clarification and brief review of material.	

TOPIC	CONTENT	TEACHING METHODS
Quiz	A. Explain to class that quiz will not be scored, but used to determine which concepts were not understood.	Quiz #1 and answer key. (see appendix)
	B. Allow as much time as necessary for each participant to finish quiz.	
	C. Have each participant switch quiz with person sitting next to them.	
	D. Review quiz and give explanation of each answer.	Clarify all material.
	E. After each participant has reviewed their quiz, collect quizzes.	
	F. Inform Staff that all quizzes will be returned at end of course.	
IV. Reinforcement Techniques	A. Consequences(rewards) of a behavior, directly effect whether a behavior will likely be repeated.	
		Example for rewarding consequence: In teaching a client to emit a sound, an edible reinforcement is placed in client's mouth immediately after sound is made by client. The likelihood of the sound being repeated is increased.
	1. If the consequence following a behavior is pleasant or rewarding, the behavior will likely be repeated by the client in order to receive another reinforcement.	
		Example for not reinforcing: When client grabs your arm, instead of pulling away, ignore the client by going "limp". Thereby, any possible

TOPIC	CONTENT	TEACHING METHODS
IV. Reinforcement Techniques (continued)		reinforcing consequence is redirected. By doing that, the client will quickly stop exhibiting the behavior.
	2. Behavior which is not reinforced or is ignored tends <u>not</u> to be repeated.	
	3. Reinforcement is the most effective way to control, change or strengthen behavior.	
	B. <u>Points to remember</u>:	
	1. It is precisely when a client is behaving properly that Staff should interact with and reinforce the client.	
	2. If Staff members fail to reinforce clients when they are behaving well, then the client's will probably get most of their reinforcementfor misbehaving.	
		<u>Question</u>: What can a client do to get attention from Staff? Board responses. <u>Examples</u>: 1. Following Staff around and being bothersome. 2. Smearing feces. 3. Attacking other clients. 4. Being self-abusive. 5. Acting aggressively to others.
	3. Generally, a client can guarantee that they receive a certain amount of reinforcement in the form of staff attention. They develop a variety of behaviors which essentially force the Staff to interact with them.	
	C. Reinforcers can be divided into two groups:	

TOPIC	CONTENT	TEACHING METHODS
IV. Reinforcement Techniques (continued)	1. Primary Reinforcers (unlearned): These are reinforcers or consequences which control our behavior from birth.	Examples: 1. Heat 2. Water 3. Shelter 4. Food
	2. Secondary Reinforcers (learned): These are reinforcers or consequences which have acquired control over our behavior as we gain experience with them.	
	3. Secondary reinforcers are the most important in re-directing client behavior and can be given or removed based totally on client's appropriate behavior.	Examples: 1. Paycheck 2. Types of Food 3. Social reinforcers 4. Television 5. Choice of clothes
	4. Secondary reinforcers fall into four categories: a. Tangible reinforcers b. Social reinforcers c. Token reinforcers d. Activity reinforcers	
	a. Tangible reinforcers: 1. Edibles - (these are the most effective reinforcer) e.g. candy, cookies, soda, coffee, etc.	
	When used in small amounts, these treats can serve as effective reinforcers throughout the day.	
	2. Music - many clients	

TOPIC	CONTENT	TEACHING METHODS
IV. Reinforcement Techniques (continued)	respond very well to music. 3. Toys - manipulating objects can be rewarding. 4. Magazines - turning pages and seeing bright colors can be rewarding. b. Social Reinforcers: 1. Social interaction or attention is the next most powerful reinforcer(second to edible) 2. Physical contact or touch is rewarding for most clients. 3. Smiling at clients. 4. Verbal praise. c. Token reinforcers are reinforcers which have no real value on their own, but the client has learned to value them for their exchange value. These are used mainly with higher functioning clients.	<u>Examples of token reinforcers</u>: 1. Money 2. Tokens 3. Poker chips 4. Check marks 5. Gold stars
	d. Activity reinforcers are activities which usually occur during the day. They can also be special privileges.	<u>Examples of activity reinforcers</u> 1. Watching T.V. 2. Playing with toys 3. Community trips

TOPIC	CONTENT	TEACHING METHODS
IV. Reinforcement Techniques (continued)	D. Satiation - means too much of any reinforcer can reduce its effectiveness. While reinforcers must be delivered frequently at first, it should be in small amounts.	Trainer asks class: How would Staff know if client were satiated? Board responses. Examples of responses: 1. Client refuses more of the reinforcer. 2. Client stops working for a reinforcer. 3. An increase of behaviors that have been previously reduced.
	1. If a client has, become satiated, the staff person must find another type of reinforcer that will continue to act as a reward for the desired behavior.	
	E. Timing of reinforcers: 1. The timing of reinforcers can also improve behavior. For any reward to be effective it must be immediate. Consequences exert their effect on the immediately preceding behavior.	
	2. When reinforcing, Staff must be certain that the reinforcer is presented immediately following the behavior to be strengthened.	Trainer asks class: Why is so much emphasis placed on immediate reinforcing and what might happen if rewards are delayed?

TOPIC	CONTENT	TEACHING METHODS
IV. Reinforcement Techniques (continued)	3. Delays between behavior and reinforcement greatly <u>weaken</u> the affect of the reinforcer. Delays also create the risk of some other inappropriate behavior will occur during the delay, and it(the behavior) will be reinforced. 4. The major thing to remember in using positive reinforcers is that they must <u>only be given</u> for desirable behavior. If undesirable behavior is rewarded(reinforced), it will increase. 5. Undesirable behavior can be reinforced by the slightest amount of Staff attention. It is <u>essential</u> all Staff realize that attention or social interaction can be a reinforcer and act as a strong reward for our clients. 6. Attention is involved in all interactions. Even in interaction most of us would not expect to be reinforcing. Some clients appear to be reinforced by: scoldings, rough handling, etc. It is important, Staff learn to utilize or manipulate their reinforcements(attention) in a appropriate manner in order to control, eliminate or increase client behavior.	<u>Example</u>: You are positively rewarding a client when he does not bang his head. As reward time nears, you reach for an edible and take your eyes off the client. In that brief second, the client bangs his head, or spits, or screams, etc Then unknowingly,you give an edible. You have rewarded an inappropriate act of the client

TOPIC	CONTENT	TEACHING METHODS
V. Reinforcement Interventions	Two types of reinforcement interventions are: 1. Positive Intervention The strengthening of an appropriate behavior by giving a secondary reinforcer when that behavior occurs. 2. Negative Intervention The strengthening of an appropriate behavior through the removal of something unpleasant. Appropriate behavior is strengthened by applying something positive(a reward) or removing something negative. Different clients may find different things rewarding. The same reinforcer may not be effective for different clients. The changing of a behavior, indicates the effectiveness of the type of reinforcer used. Description of Positive Intervention Reinforcement When a reinforcement is given immediately after an appropriate response, the client will tend to repeat the same response in order to obtain another reward.	Example: In teaching client to complete a ring stack, the trainer gives the client a reward for putting the ring on the stack. The client will quickly learn to place each ring on the stack in order to obtain the reward. Example: In teaching client to feed himself with a spoon, the food itself on the spoon,

TOPIC	CONTENT	TEACHING METHODS
V. Reinforcement Interventions (continued)		acts to immediately reinforce the steps taken to get the food to the clients mouth.
	2. Positive reinforcement intervention is a method of applying a secondary reinforcer(e.g. edible, praise, etc.) immediately after a desired appropriate response occurs. Thereby acting to stregthen or increase the frequency that the client will again exhibit the desired behavior to obtain the reward. This technique when used by staff trains the client and constantly emphasizes the rewarding quality of appropriate behavior. It acts to quicken the clients learning of new behaviors due to the reinforcement.	
	Description of Negative Intervention Reinforcement 1. Negative reinforcement can act to streghten or increase more positive behav- through the removal of an "unpleasant" consequence that was begun for an inappropriate behavior.	
		Example: 1. A client excessively bangs his head with his hands. The client is required to hold his hands straight out in front of himself for a specific period of time(negative consequence). The staff then gives the client an appropriate hand activity and quickly rewards the appropriate behavior(positive reinforcement). Each time the inappropriate behavior(head banging) occurs the negative consequence (hand exercise) is begun. Appropriate behaviors being positively rewarded. With this procedure the client

TOPIC	CONTENT	TEACHING METHODS
V. Reinforcement Intervention (continued)	2. Negative reinforcement is only used when the client does not respond to positive intervention and constantly emits undesirable behavior. 3. Again, negative reinforcement is used to increase the frequency of an appropriate behavior by the removal of an "unpleasant" consequence that was begun for an inappropriate behavior. 4. With the frequency of the inappropriate behavior weakned or reduced, the tendency for more appropriate behaviors to appear and be positively rewarded are more likely. 5. With the occurrance of the appropriate behavior, staff must immediately reinforce the behavior and continue to reinforce it. 6. A second way to understand how negative reinforcement intervention works is to see it will cause an undesirable behavior to occur less frequently. Positively reinforcing a more appropriate behavior causes an immediate strengthening and an increase in the more desireable behavior.	will learn to avoid the "unpleasant" consequence (hand exercise) by emitting the behaviors that elicit the positive reward. 2. A client is totally ignored with no form of reinforcement(attention) for as long as he screams(negative reinforcement). As soon as client stops screaming(initiating the desired behavior) he is immediately rewarded with attention(positive reinforcement). Client will avoid the "unpleasant" consequence (lack of attention) by exhibiting the behavior that elicits the reinforcement(attention).
VI, Techniques of Negative Reinforcement Intervention	Techniques of Negative Reinforcement Intervention 1. Extinction/ignoring 2. Overcorrection A. Restitution B. Positive Practice 3. Brief non-seclusionary "time-out" 4. Aversive/punishment	

TOPIC	CONTENT	TEACHING METHODS
VI. Techniques of Negative Reinforcement Intervention (continued)	These techniques are utilized to weaken or reduce the frequency of inappropriate behavior. These techniques/ interventions, by themselves, will not produce an increase in an appropriate behavior. It is important to remember negative reinforcement techniques must be utilized in conjunction with positive reinforcement interventions. That, it is the positive reinforcement procedure that causes the appropriate behavior to increase.	Example: The client grabs a Staff members leg- client is ignored(negative reinforcement The client eventually stops holding onto leg. However, if Staff dosen't provide the client with an immediate activity to positively reward him, the client will again return to the leg holding, to gain attention.
	Definition of Techniques 1. Extinction/ignoring: Most bizarre and disruptive behaviors are maintained by the reinforcement clients receive(e.g. attention, etc.). The most crucial requirement for eliminating such behaviors is to eliminate their reinforcement. The procedure of removing this reinforcement or ignoring the client's undesirable behavior is called extinction.	Example: A client constantly grabs hold of a Staff member's leg and will not let go. As Staff person moves, client is "dragged". The harder the

TOPIC	CONTENT	TEACHING METHODS
VI. Techniques of Negative Reinforcement Interventions (continued)		Staff person tries to pry the client off their leg, client holds tighter. Client behavior is being reinforced by Staff verbalizations, tugging at client's hands and direct attention. The Staff person should stand still and totally ignore the client. The act of ignoring is removing the rewarding consequence and acting to extinguish the behavior. Example: A client has learned that whenever he bangs his head, the Staff yells at him or grabs his hands. By doing this, the Staff is in effect attending to his undesirable behavior and reinforcing it. If Staff looks away and ignores the behavior, the frequency of head banging will begin to decrease due to lack of reinforcing attention.
	2. Over-correction: This technique combines two components: A. Restitution: is restoring the environment(e.g. room, etc.) or area to its previous condition. B. Positive Practice: is the practicing of overly correct forms of revelant behavior.	Example: A client throws a table over(inappropriate behavior). The client is made to restore the table back to its previous position(restitution). The client is then made to straighten or readjust all the other tables in the area

TOPIC	CONTENT	TEACHING METHODS
VI. Techniques of Negative Reinforcement Interventions (continued)		(positive practice). Example: A client in the dining room throws his food on the floor. The client is immediately made to clean the food off the floor(restitution) Then, the client is given three practice trials of loading his spoon(positive practice) before he is allowed to eat.
	C. There are times when an inappropriate behavior has no upsetting environmental factor, which would require restitution, such as self-abusive behavior. In this type of situation, only positive practice is utilized.	
		Example: A client who bangs his head, is made to move his hands through a series of specific hand exercises for specified period of time. This excerise is contingent upon the inappropriate behavior and becomes an unpleasant task.
	3. Brief non-seclusionary timeout: This procedure is a very strong form of negative reinforcement intervention and must be supervised carefully.	
		Instructor's Note: Inform Staff as to Facilities rules and regulations, as they relate to the use of all forms of time-out.
	When a client exhibits an undesirable behavior, he is immediately removed from all sources of positive reinforcement for a short	

TOPIC	CONTENT	TEACHING METHODS
VI. Techniques of Negative Reinforcement Interventions (continued)	period of time. The client must go to a place of non-reinforcement. The client is placed in a room, but not in isolation(seclusion). The Staff member with him must provide no reinforcement and is only there to protect the client. The client remains in time-out until he has exhibited a specified period of appropriate behavior. 4. The fourth type of negative reinforcement intervention is "Aversive or Punishment".	Instructor's Note: The trainer must impress upon Staff that the following techniques are very severe and are used only with those clients whose behaviors are totally unmanageable and/or dangerous to themselves, other clients or Staff. That these techniques should only be used when other procedures have failed. That these techniques can only be implemented by certain certified clinical Staff, who constantly monitor affects of these techniques. However, it should be pointed out that under proper supervision these techniques do have dramatic results in decreasing severe behaviors, and therefore, allowing more positive behaviors to be rewarded. Again, discuss Facilities rules and regulations relating to use of "Aversive/Punishment techniques.
	The techniques involved in this type of intervention are: A. Electric shock B. Physical punishment C. Yelling, screaming or	

TOPIC	CONTENT	TEACHING METHODS
VI. Techniques of Negative Reinforcement Interventions (continued)	verbal abuse D. Noxious stimuli(e.g. ammonia spray, citric acid, chemical ingredients, etc.) E. Isolation F. Locking client in an area G. Any form of E or F, even when called time-out	
VII Reinforcement Scheduling	Peopl. do not always receieve a reinforcer after every correct behavior(response). Their behavior is not always rewarded. In attaining desirable behavior, schedules of reinforcement are used. Such schedules are a system for rewarding appropriate behavior periodically, in order to keep the client working for the reinforcer and to prevent chances of satiation.	How often should a reinforcer be given? Examples of periodic reinforcers: 1. School grades for study behavior. 2. Paycheck every other week for work behavior.
	Common types of Reinforcement schedules: 1. Fixed Ratio: Reinforcer is delivered after a specific number of appropriate responses. The schedule is progressively increased to require client to move to next step for reward(e.g. client has to place two or three rings on the ring stack for the same reward.	Overhead projector Transparency #7 (see appendix)

TOPIC	CONTENT	TEACHING METHODS
VII. Reinforcement Scheduling	2. Variable Ratio: Reinforcer is delivered after an average number of correct responses. As client is working appropriayely at task, reward is given after a varied number of correct responses. Staff can leave client working on own and return to give reward.	Transparemcy # 8 (see appendix)
	3. Fixed Interval: Reinforcer is delivered after a specific period of time. Client works for specific period of minutes. Reward given only after each specific period of minutes of appropriate behavior.	Transparency # 9
	4. Variable Interval: Reinforcer is delivered after an average period of time. Client given reward after increasingly longer periods of time and appropriate behavior has passed.	Transparency # 10
	5. By shifting clients from a fixed schedule of reinforcement to a variable schedule, the behavior is less likely to extinguish, due to lack of reinforcement. Once the client has learned to work for or exhibit appropriate behavior due to constant reinforcement, he will continue to exhibit this behavior despite the reinforcer coming at longer intervals.	
Review	Indicate to class that the first section of the Behavior Modification Training Program has been completed.	
		Ask Staff for feedback on material presented.
	Clarification and brief review of material.	

TOPIC	CONTENT	TEACHING METHODS
Quiz	Follow same procedure as in earlier quiz.	Quiz # 2 (see appendix)
Recap	Recap of Observing and Decreasing Behavior 1. Consequences and rewards have a direct effect on behavior. 2. When a reward(e.g. attention) is given at the wrong time, it may act to reinforce undesirable behavior. 3. When the reward is given for appropriate behavior, the desired behavior tends to increase and strengthen. 4. Reinforcement types are: A. Positive(e.g. edible, attention, etc.) B. Negative(e.g. unpleasant consequences) 5. Through individual application of either one of these types or a combination of them, Staff is able to control, increase or eliminate client behavior.	
VIII. Creating New Behavior - Self Help Skills	A. Procedures for teaching new behaviors - self help	Elicit from group and list on board the self help skill areas.
	1. Self help skills include: dressing, eating, toileting, washing, toothbrushing, hair combining. Add additional items as given.	Why is it so difficult for our clients to perform these self help skills?
	2. Self help skills are difficult for the retarded person to learn because of	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	impairment in their learning ability. Furthermore, these skills or behaviors represent a whole series of smaller behaviors or steps. 3. In teaching self help behaviors, each single skill must be broken down into smaller easier steps. The main purpose of teaching a client a task via a series of smaller steps, is to minimize the number of errors made by the client.	Example: In trying to teach a client to name colors, it is much more difficult to teach several colors at the same time. If you break the task into smaller steps and only teach one color, it will be easier for the client.
	4. In some cases learning will occur faster when a task is broken into a series of easy steps, as opposed to prolonged training for a single final task. Remember, the client is exhibiting an appropriate behavior, in order to gain a reinforcement. The client must be assured success in his endeavor in order to receive the reward. Staff must make every attempt to structure client goals in steps that will allow for a high frequency of success initially, so the received reward will condition the client to respond in the proper sequence. B. Techniques necessary for Staff to learn in teaching self help skills:	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	1. Modeling is one of the most efficient ways of getting someone to do something. At first, a model of the required response is presented by the Staff person, in order to show what the response looks like. The Staff person can perform the behavior or have someone else perform it, so that it can be seen by the client. The presenting of an example of the exact behavior to be performed - is modeling.	Example: 1. A dancing teacher performs a dance step and then has a student repeat the same step. 2. A ring stack is placed in front of a client. Trainer picks up one ring and places it on the stack. Client does the same thing.
	2. Prompting is a procedure in which something is said or done and makes it much more likely that a new behavior will be correctly performed. A. Types of prompting: 1. Word prompts - are spoken to an individual and make it more likely that they will know what to do.	Example: 1. Tell client, "first place your left hand on the table". 2. Tell client at table: "use your fork instead of the spoon."
	2. Gesture prompts - are non-verbal aids. Gestures such as pointing to an object or providing some other hand signal.	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)		Example: 1. Staff member points to the bathroom door. 2. Staff member gestures how to pull up a pair of pants for the client.
	3. "Hands-on" prompts - are helping a client by taking them physically through the behavior. "Hands-on" prompts actually require a client to go through the proper motions. It is also called guiding, manual guidence, etc.	
		Example: 1. In teaching eye contact, take clients head and turn it so client makes the required eye contact. 2. Guiding a client's hands through a sequence of handwashing steps.
	4. Fading-the-prompts - When a new behavior is initiated and learned, it becomes desirable to remove the prompts so the behavior can be performed independently. Fading tends to reduce the amount of actual Staff involvement and allows the client to become independent in exhibiting the response.	
		Example: 1. Reducing the amount of manual guidance necessary to have client complete step. 2. Removing verbal assistance, as to the use of the fork instead of the spoon.
	C. Two procedures used in conjunction with techniques of modeling, prompting and fading, are:	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	1. Backward chaining 2. Shaping These two procedures are the methods in which new behaviors are broken down into smaller, easier steps, which then allow modeling and prompting to begin to elicit responses. Backward Chaining: is an effective and efficient way to teach self help skills. The important feature in this method is the task is taught to the client "backwards". The last step of the task or sequence is taught first. As training proceeds, the client is guided through all steps, receiving practice each time, and then is required to complete the last step before receiving reinforcement. Instructor's Note: In this example, step #10 is the first step and step #1 the last and final step for the reward. Staff member guides the client(using "Hands-on" prompt) from step #10 down to step #2. At this point client is allowed to throw towel out and is rewarded. The Staff member repeats	Example: (list sequence on board) Handwashing sequence for Backward Training: 10. Approaches sink 9. Turns on water 8. Picks up soap 7. Washes hands 6. Returns soap 5. Rinses hands 4. Turns water off 3. Takes paper towel 2. Dries hand 1. Throws out towel

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	next sequence from step #10 to step #3 and allows the client to dry hands and be rewarded. In backward chaining, the client is consistantly receiving practice through staff guidance of all preceding steps. Completion of each new step would get the client to the final step and to reinforcement.	<u>Example</u>: Backward chaining Putting on pants sequence: 6. Picks up pants 5. Put left leg into pants 4. Puts right leg into pants 3. Pulls up pants from waist 2. Pulls up pants from knees 1. Pulls up pants from ankle
	Staff manuall guide client from step #6 through step #2, allowing the client to perform the last step for reinforcement. Staff continues to go through the chaining sequence, practicing each preceding step with the client, allowing him to master the final step independently. <u>Shaping</u>: is breaking a skill or behavior response into small steps. When a task is divided into smaller steps, it is best to begin by having the client perform the easiest step or the step which closely resembles a skill the client already has. By easier, it is meant, the step is more likely to be performed correctly or that it is easier to get the client to perform it. Once an easy beginning step	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	is selected, the staff member will begin to utilize modeling and prompts, in order to have the client elicit the first response and be reinforced for the correct responce. After several trials and the client begins to exhibit the desired behavior, the staff member then <u>fades</u> the prompts until the client is independent in that first step. After the client is reinforced for performing the easiest step, you repeat the method of trials and prompts for the next more difficult step. This method of starting at the easiest step and eliciting or teaching the correct response, through constant modeling or prompting, and then moving to the next more difficult step is the <u>process of shaping behavior</u>.	<u>Example of Shaping</u>: The client's goal is to learn to complete a ring stack. The staff has observed the client has adequate hand grasping control. The goal is now broken into the following smaller steps: 1. Grasping ring from table. 2. Picking up one ring. 3. Placing ring on top of stack stick. 4. Pushing ring down stack stick.
	Staff utilizes the technique of modeling or prompting in teaching client to pick up the first ring. This first simple step is constantly repeated unti client masters it on his own. When client moves to second step(picking	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	up ring), it has been shown that the grasping response has been shaped or learned. This constant repetition of each step, utilizing modeling or prompting, until completion of entire task is the shaping process.	
		Example of shaping: Establishing speech through shaping: 1. Client looks at staff member. 2. Client imitates mouth movement. 3. Client makes sounds. 4. Client echoes sounds made by staff member. 5. Client echoes single syllable words. 6. Client echoes two syallable words.
	In this second example, the first and easiest step is tolook at the staff member. The client is taught by prompting and reinforcement of appropriate looking. When client has learned to lookat staff person upon verbal command, the task becomes that of getting client to move his mouth. Correct mouth movements are also taught by prompting and reinforcement. This method of teaching is repeated until the client has mastered each step from the easiest to the final step and exhibits the behavior independently.	
		Distribute handout on shaping process. (see appendix)
	Important points in Shaping Process: 1. Begin at a level where the client can suceed.	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	2. Break down the task into several small steps. 3. Determine which steps are easiest and which are more difficult to perform. 4. Have the client perform the steps in order of their difficulty. Begin with the easiest. 5. Reinforce each step along the way when it is performed successfully. 6. When a step is not performed successfully, either go back to an easier step or increase your use of modeling and prompting. If it is thought there are similarities between backward chaining and shaping — there are. Both methods are variations of each other. They differ only in where they start. In backward chaining the staff member uses modeling, prompting and fading, but starts at the end and works "backward". By using this technique the client: 1. Completes the task each time. 2. Sees the relationship of each step in the process. 3. Sees the relationship of each part in the process. 4. The completed task serves as a reinforcement. In shaping, the staff member uses modeling, prompting and fading, but starts at the beginning with the simplest step and only moves forward when the client has	

TOPIC	CONTENT	TEACHING METHODS
VIII. Creating New Behavior (continued)	mastered each step.	
Review	Clarification and brief review of material. Inform class that the third and final section of the Behavior Modification training course has been completed.	Ask class for feedback on material presented.
Quiz	Follow same procedure as in earlier quiz.	Quiz #3 (see appendix)
Conclusion of Course	A. Review purpose of Behavior Modification training for direct care workers. B. Open ended discussion.	Provide a course evaluation form for the participants to fill out.
Graduation		Certificates (see appendix)

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1. Baker, Bruce L., Brightman, Alan., Heifetz, Louis J., Murphy, Diane M., "A Skill Training Series: Behavior Problems", Illinois, Research Press, 1976.

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3. Brown, Paul L., Presbie, Robert J., "Behavior Modification Skills", New York, Research Media Inc. 1974

4. Gardner, James M., Teaching Behavior Modification To Nonprofessionals. Journal Of Applied Behavior Analysis, 1972, 5, 517-521.

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APPENDIX

STATE OF NEW YORK

OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES

STATEN ISLAND DEVELOPMENTAL CENTER

CERTIFICATE OF ACHIEVEMENT

This is to certify that

SPECIMEN
has completed the prescribed
BEHAVIOR MODIFICATION TRAINING PROGRAM

of instruction and practice and has
earned this Certificate of Merit

-34-

_____ day of _____ 19 _____

_____
Course Coordinator

_____
Course Instructor

_____
Director

_____
Director of Education and Training

X	Just before the behavior occurs
	Within five minutes of behavior occurring

7. Fill in the answers:

The two principles basic to behavior modification are:

A._____

(Behavior is a function of the environment)

B._____

(Behavior is learned)

4. Was the consequence <u>presented</u> or <u>removed</u> following the behavior?

Behavior	Consequence
A. Baby cries	Mother yells_____ (Presented)
B. Toddler fights	T.V. is turned off_____ (Removed)
C. Buys lottery ticket	Wins the lottery_____ (Presented)
D. Gets good grades	Mother compliments_____ (Presented)
E. Nagging	Friends avoid_____ (Presented)

5. We only know what learning has taken place when there is a visible change in a person's:

[ ] Attitude

[X] Behavior

[ ] Feeling

6. Two environmental events which exert the strongest influences in behavior occur:

[ ] In the remote past

[X] Just after the behavior occurs

ANSWER KEY: QUIZ # 1

1. Circle the behavior (response) in each statement:

   A. (Smiling) at the boy.

   B. Did you (study) for tomorrow's test?

   C. Please (go) to the store and (take) your brother with you.

   D. I like to (look) into your eyes.

   E. What time are we (leaving)?

2. Circle the consequence in each statement:

   A. I just got my (paycheck).

   B. Please give me some (food).

   C. Don't touch me or I'll (hit) you.

   D. Driving recklessly can cause an (accident).

   E. When I dress well I get many (compliments).

3. Circle the behavior and square the consequence in each statement:

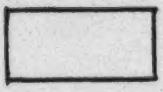
   A. I (hit) Bill and he [stopped] bothering me.

   B. Tony was [busted] for (selling) drugs.

   C. If you (run) a toll you frequently get a [ticket].

   D. The driver (jerked) the steering wheel to avoid hitting a dog and instead [sideswiped] a car.

   E. If you don't stop (crying), I'll [turn off] the T.V.



Within five minutes of behavior occurring

7. Fill in the answers:

The two principles basic to behavior modification are:

A. _____

B. _____

4. Was the consequence <u>presented</u> or <u>removed</u> following the behavior?

Behavior	Consequence
A. Baby cries	Mother yells _____
B. Toddler fights	T.V. is turned off_____
C. Buys lottery ticket	Wins the lottery_____
D. Gets good grades	Mother compliments_____
E. Nagging	Friends avoid_____

5. We only know what learning has taken place when there is a visible change in a person's:

☐ Attitude

☐ Behavior

☐ Feeling

6. Two environmental events which exert the strongest influences in behavior occur:

☐ In the remote past

☐ Just after the behavior occurs

☐ Just before the behavior occurs

QUIZ # 1

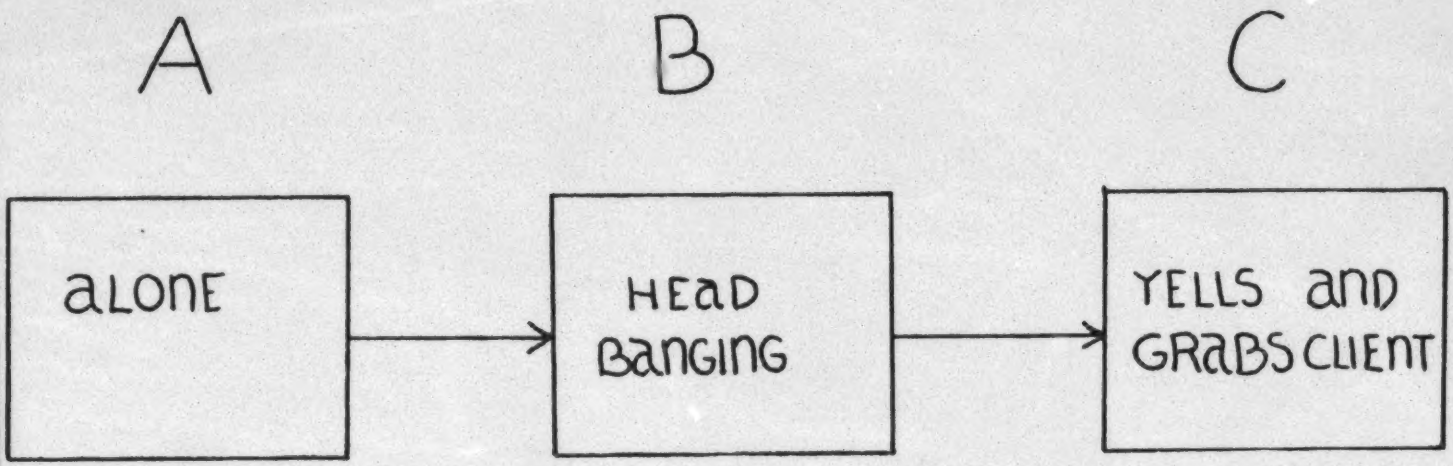
NAME:_____

1. Circle the behavior (response) in each statement:
   A. Smiling at the boy.
   B. Did you study for tomorrow's test?
   C. Please go to the store and take your brother with you.
   D. I like to look into your eyes.
   E. What time are we leaving?

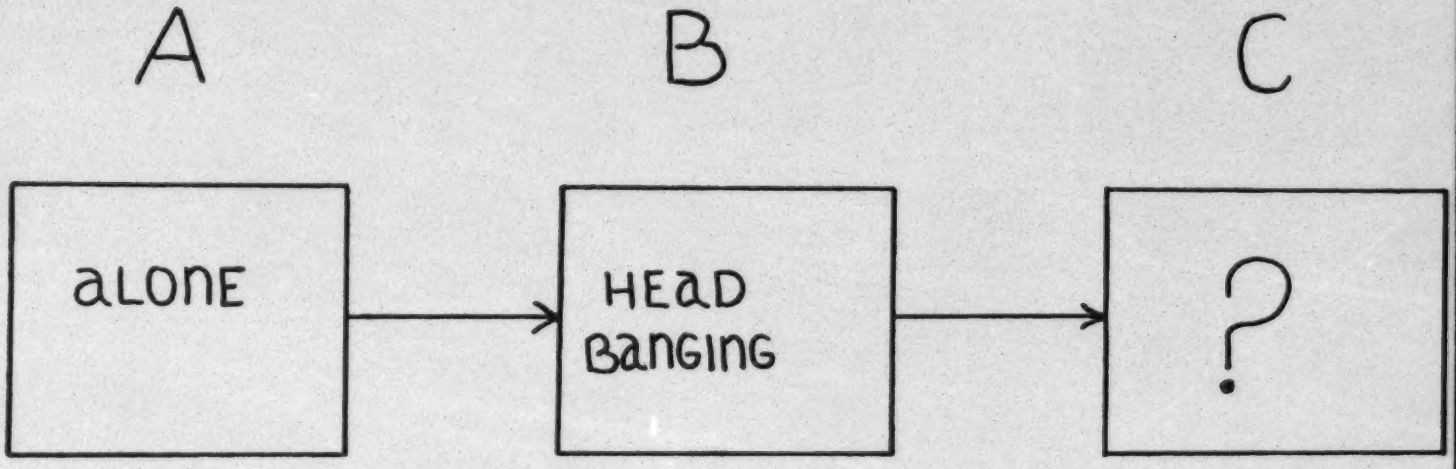
2. Circle the consequence in each statement:
   A. I just got my paycheck.
   B. Please give me some food.
   C. Don't touch me or I'll hit you.
   D. Driving recklessly can cause an accident.
   E. When I dress well I get many compliments.

3. Circle the behavior and square the consequence in each statement:
   A. I hit Bill and he stopped bothering me.
   B. Tony was busted for selling drugs.
   C. If you run a toll you frequently get a ticket.
   D. The driver jerked the steering wheel to avoid hitting a dog and instead sideswiped a car.
   E. If you don't stop crying, I'll turn off the T.V.

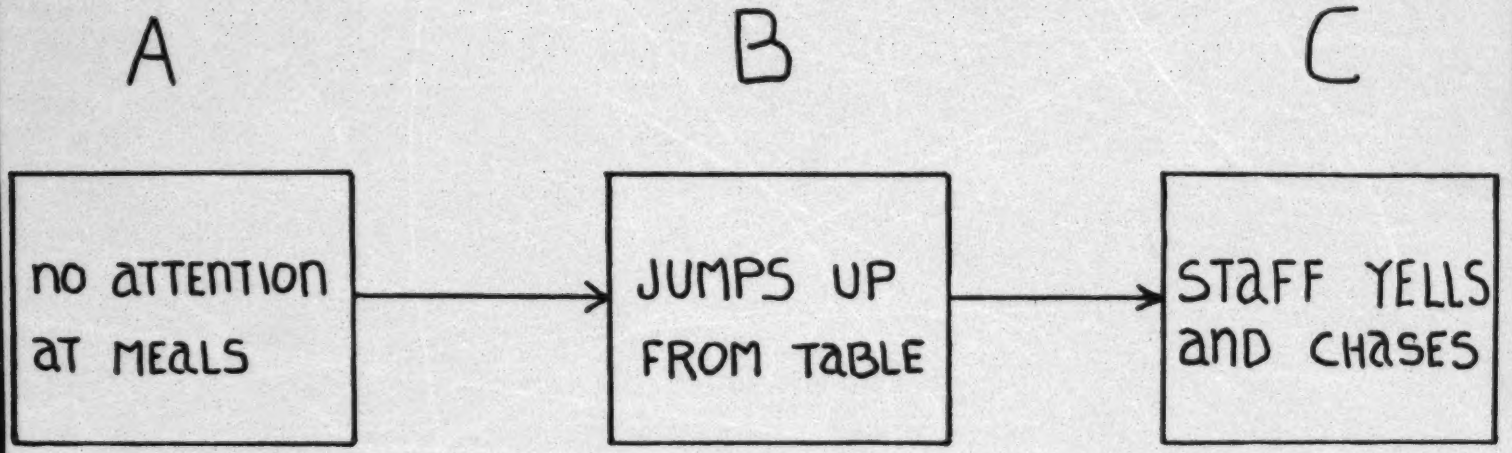
A - B - C Pattern



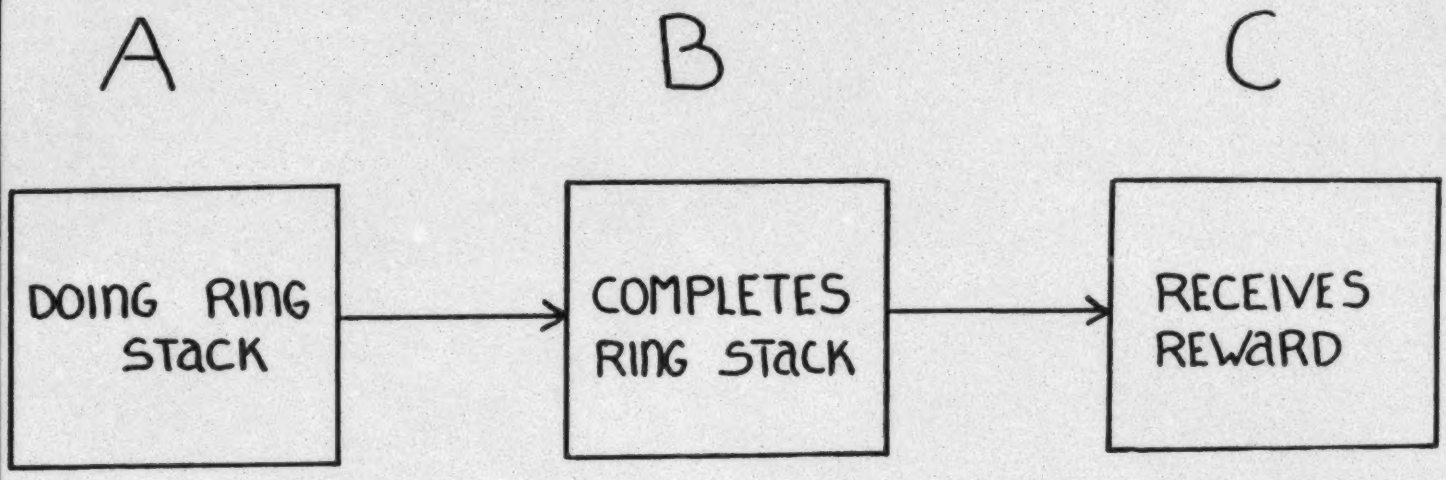
A - B - C Pattern



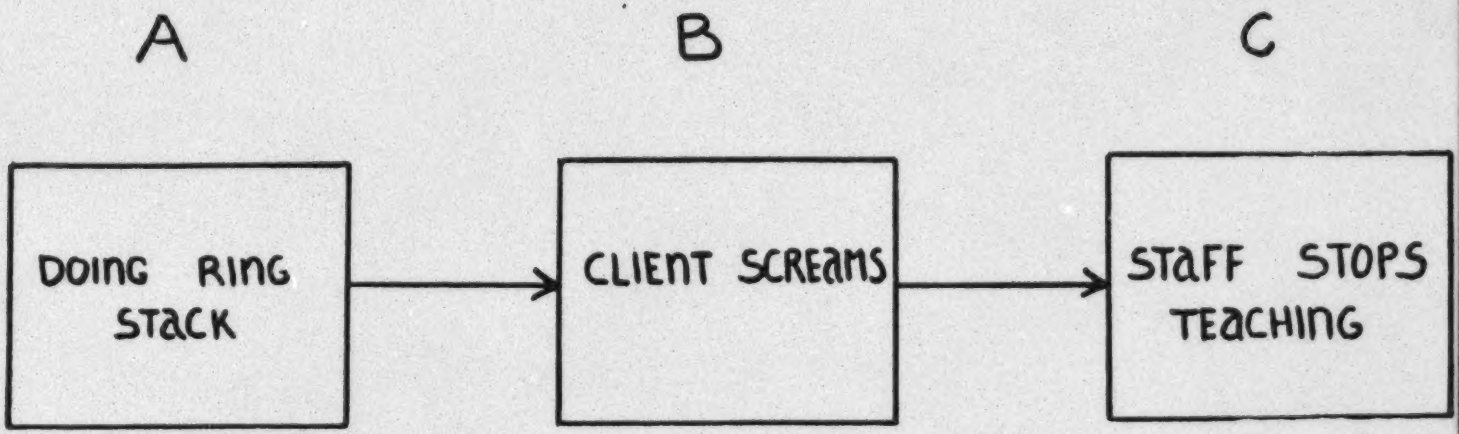
A - B - C Pattern


A
B
C
no attention at meals
JUMPS UP FROM TABLE
STAFF YELLS AND CHASES

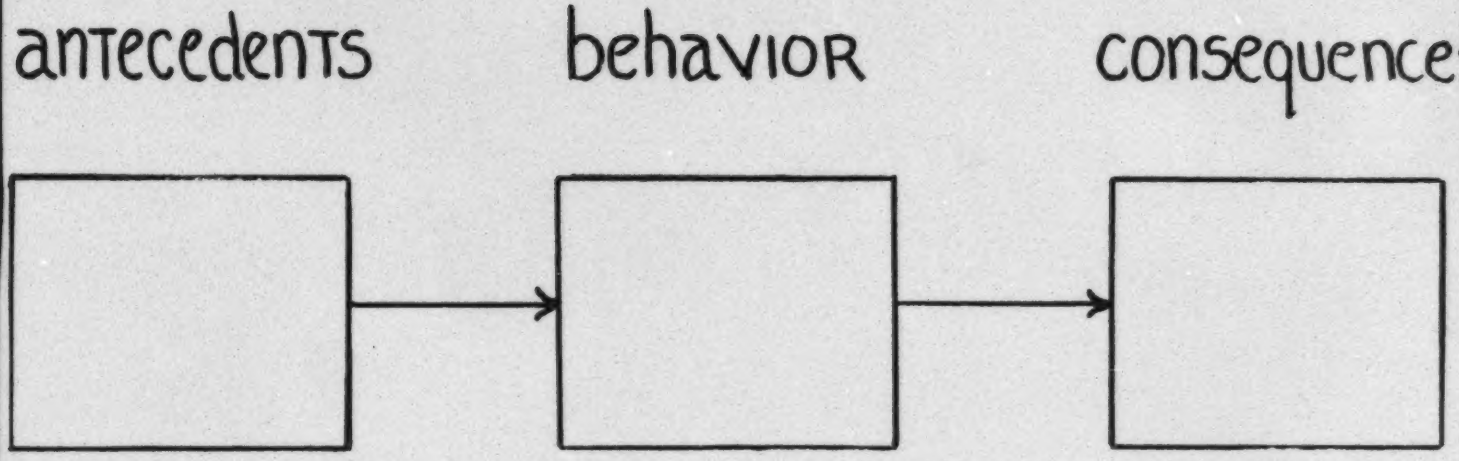
A - B - C Pattern



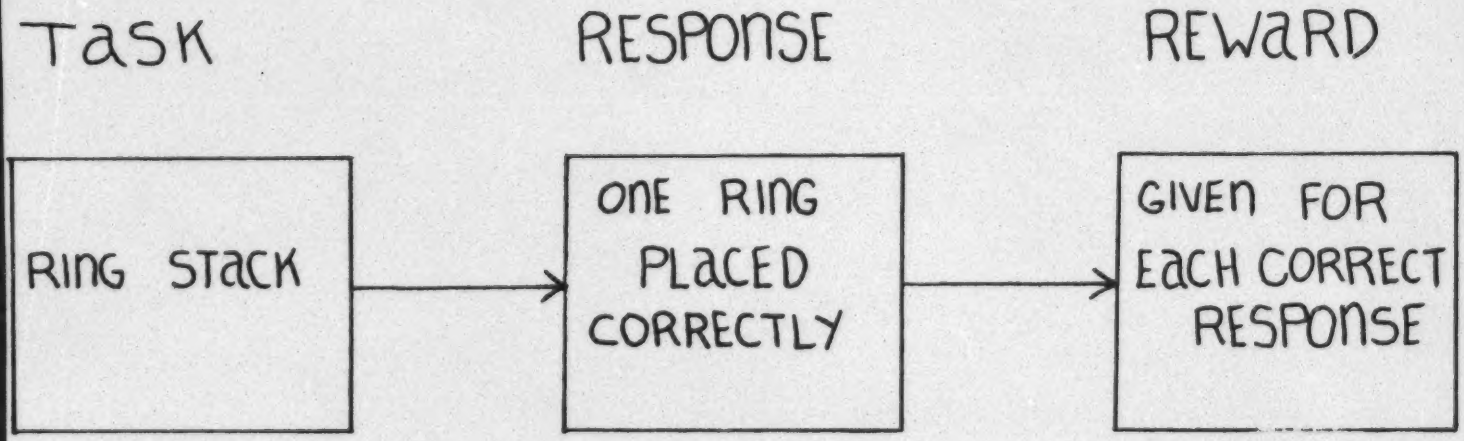
A - B - C Pattern



A - B - C Pattern

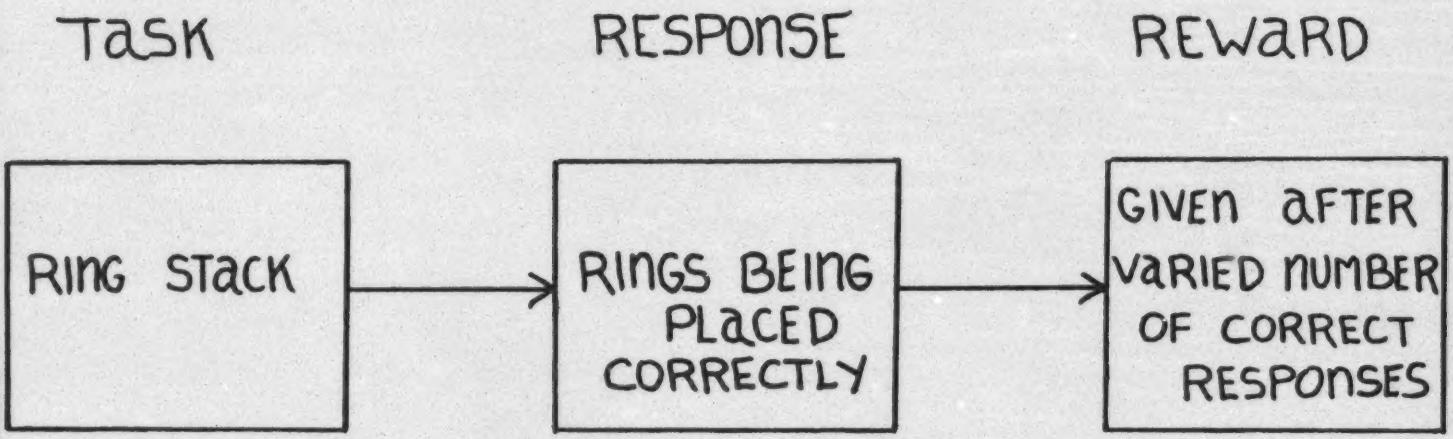


Fixed Ratio



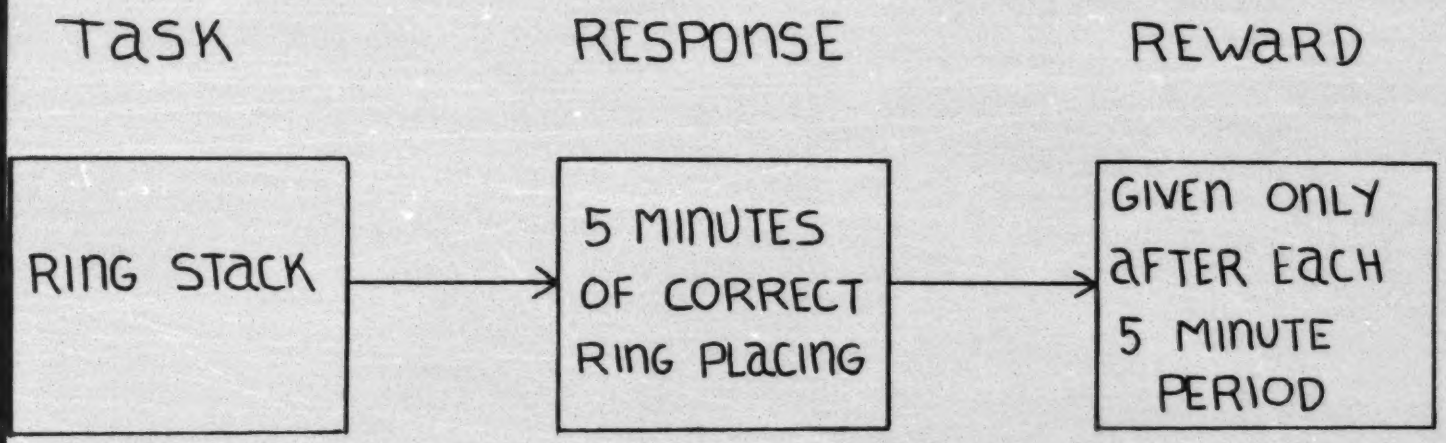
Every Correct Response Is Rewarded

Variable Ratio

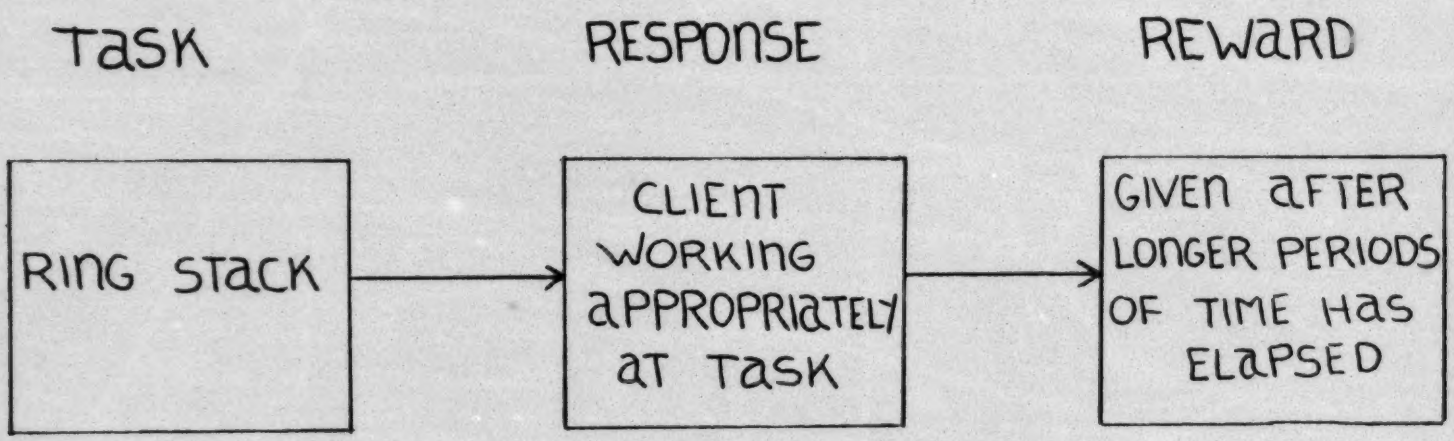


Working At Task
Reward Does Not Increase

Fixed Interval



Variable Interval



Quiz # 2

NAME _____

1. Circle the primary reinforcers:

Food	Attention	Shelter
Heat	Money	Clothes
Air	Tokens	Water

2. Circle the secondary reinforcers:

pay check	Music	Motor cycle
Tokens	Clothing style	Heat
Car	Shelter	Exercise

3. Indicate whether the following statements are true or false by circling the T or F:

T F Both positive and negative reinforcers strengthen the behavior they follow.

T F All events function as reinforcers for everybody.

T F Reinforcement should follow the occurance of a desirable target behavior.

T F Reinforcing every instance of a behavior is effective for rapidly increasing behavior frequency.

4. Circle which techniques are "Aversive or Punshining":

Hitting	Shock
Yelling	Over correction
Isolation	Ammonia

5. Circle the behaviors which should be ignores:

Hand wagging	Hitting self
Repeated requests	Rocking
Screaming	Dancing to music
Working at task	Making a correct response

6. Match letter of procedure to example given:

A. Extinction

B. Brief Time-Out

C. Over Correction

_____ Remove client from area to a non-reinforcing area until he stops the inappropriate behavior for five (5) minutes.

_____ Manually gide client into picking up table. Then have client readjust all tables in area.

_____ Client constantly screams for attention. Staff member turns away from client.

7. Check (√) the correct box:

A. Reinforcers:

☐ Strengthen the behavior they follow.

☐ Weaken the behavior they follow

B. A reinforcer is a:

☐ Antecedent

☐ Consequence

C. Reinforcement teaches clients:

☐ What not to do.

☐ What to do.

D. When first attempting to increase a target behavior, you should reinforce the behavior:

☐ Continuously

☐ Variably

ANSWER KEY: QUIZ # 2

1. Circle the primary reinforcers:

(Food)	Attention	(Shelter)
(Heat)	Money	Clothes
(Air)	Tokens	(Water)

2. Circle the secondary reinforcers:

(Pay check)	(Music)	(Motor cycle)
(Tokens)	(Clothing style)	Heat
(Car)	Shelter	(Exercise)

3. Indicate whether the following statements are True or False by circling T or F:

(T) F Both positive and negative reinforcers strengthen the behavior they follow.

T (F) All events function as reinforcers for everybody.

(T) F Reinforcement should follow the occurrance of a desirable target behavior.

(T) F Reinforcing every instance of an appropriate behavior is effective for rapidlyincreasing behavior frequency.

4. Circle which techniques are "Aversive or Punshining":

(Hitting)	(Shock)
(Yelling)	Over correction
(Isolation)	(Ammonia)

5. Circle the behaviors which should be ignored:

(Hand wagging)	(Hitting self)
(Repeated requests)	(Rocking)
(Screaming)	Dancing to music
Working at task	Making a correct response

6. Match letter of procedure to example given:

A. Extinction

B. Brief Time-Out

C. Over Correction

__B__ Remove client from area to a non-reinforcing area until he stops the innappropriate behavior for five (5) minutes.

__C__ Manually guide client into picking up table. Then have client readjust all tables in area.

__A__ Client constantly screams for attention. Staff member turns away from client.

7. Check (✓) the correct box:

A. Reinforcers:

☑ Strengthen the behavior they follow

☐ Weaken the behavior they follow

B. A reinforcer is a:

☐ Antecedent

☑ Consequence

C. Reinforcement teaches clients:

☐ What not to do

☑ What to do

D. When first attempting to increase a target behavior, you should reinforce the behavior:

☑ Continuously

☐ Variably

IMPORTANT POINTS IN SHAPING PROCESS

1. Begin at level where the client can succeed.

2. Break down the task into several small steps.

3. Determine which steps are easiest and which are more difficulty to perform by the client.

4. Have the client perform the steps in order of their difficulty. Begin with the easiest.

5. Reinforce each step along the way, when it is performed successfully.

6. When a step is not performed successfully, either go back to an easier step or increase your use of modeling and prompting.

QUIZ # 3

NAME _____

1. Match letter of procedure to example given:

   A. Modeling

   B. Using a gesture prompt

   C. Using a word prompt

   D. Using a "hands-on" prompt

   E. Fading

   _____ Pointing to an object you want client to pick up.

   _____ Placing client's arms in position so he can hit a ball.

   _____ Going through a behavior yourself, so the client can see what it looks like.

   _____ Using fewer aids as client becomes adept at what he is doing.

2. Indicate in appropriate box if statement is True or False.

   A. All prompts should be faded at some point.

   True ☐ False ☐

   B. You can only use one type of prompt at a time.

   True ☐ False ☐

   C. We can use modeling and word prompts at the same time.

   True ☐ False ☐

3. Check (✓) the correct statements:

A. Modeling and Prompting are used most often to:

- ☐ Get behavior started.
- ☐ Change existing behavior

B. Shaping is most often used to:

- ☐ Get behavior started
- ☐ Change existing behavior

C. When shaping behavior:

- ☐ It does not matter in what order the behavioral steps are presented
- ☐ One should start with the easiest step first
- ☐ One should start with the last step first

D. When a step turns out to be too difficult:

- ☐ Give up
- ☐ Go back to the easiest preceeding step or the previously achieved step

4. The method of breaking a skill into small steps and starting from the easiest, is called:

- ☐ Backward chaining
- ☐ Shaping

5. Label the following events used in training a child to brush their teeth.

_____ Brush your teeth and let child watch you

_____ Hold the toothbrush in the child's hand and make up-and-down motions

_____ Say to child, "Brush your teeth"

_____ Slide your hand to the child's waist, while brushing movement continues

ANSWER KEY: QUIZ # 3

1. Match letter of procedure to example given:

   A. Modeling

   B. Using a gesture prompt

   C. Using a word prompt

   D. Using a "hands-on" prompt

   E. Fading

   B — Pointing to an object you want client to pick up.

   D — Placing client's arms in position so he can hit a ball.

   A — Going through a behavior yourself, so the client can see what it looks like.

   E — Using fewer aids as client becomes adept at what he is doing.

2. Indicate in appropriate box if statement is True or **False.**

   A. All prompts should be faded at some point.

True	False
✓	

   B. You can only use one type of prompt at a time.

True	False
	✓

   C. We can use modeling and word prompts at the same time.

True	False
✓	

3. Check (✓) the correct statements:

A. Modeling and prompting are used most often to:

- [✓] Get behavior started
- [ ] Change existing behavior

B. Shaping is most often used to:

- [ ] Get behavior started
- [✓] Change existing behavior

C. When shaping behavior:

- [ ] It does not matter in what order the behavioral steps are presented
- [✓] One should start with the easiest step first
- [ ] One should start with the last step first

D. When a step turns out to be too difficult:

- [ ] Give up
- [✓] Go back to the easiest preeceeding step or the previously achieved step

4. The method of breaking a skill into small steps and starting from the easiest, is called:

- [ ] Backward chaining
- [✓] Shaping

5. Label the following events used in training a child to brush their teeth.

MODELING	Brush your teeth and let child watch you
HANDS ON	Hold the toothbrush in the child's hand and make up-and-down motions
VERBAL PROMPT	Say to child, "Brush your teeth"
FADING PROMPT	Slide your hand to the child's waist, while brushinb movement continues